

Pop Up “Aksara” In The Learning Of Javanese Alphabets In Primary School

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Abstract: Javanese alphabet is one of the tiered materials in the learning of Javanese language in schools from primary up to higher level. However, there are many problems in its implementation. Such problems are caused by difficult material, students' low motivation of learning and the lack of teachers' innovation in the learning. Learning media becomes one of the solutions to ease students to understand the teaching material, to improve learning motivation, and to improve learning process quality. One of the media innovations that can be used in the learning of Javanese alphabets is Pop Up “Aksara” media that is designed to help material delivery of Javanese alphabets. This media is expected to help students especially the primary students to memorize the shapes of the Javanese alphabets.

Key words: Pop Up “Aksara”, Javanese alphabets, primary school

1. Introduction

Javanese language becomes one of the cultural identities of Indonesia that ages more than a thousand years and it is inherited from generation to generations. It has philosophical meaning and rich of good noble values such as manners (*unggah-ungguh*) in Javanese language, puppet stories and Javanese alphabets. Therefore, it is already reasonable that Javanese language becomes one of the lessons taught in schools.

Javanese language is one of the local content lessons in schools especially in the area of Central Java and the Special Region of Yogyakarta. This lesson is taught from primary up to higher degree. Its teaching material is gradually from basic that is taught in primary school up to the highest degree in higher school. The learning of Javanese language in schools is directed to make

students have the ability of communicating by using Javanese language correctly and well, both written and spoken as well as to emerge appreciation to the literature work and Javanese culture.

As a local language, Javanese language functions as the symbol of regional identity and regional symbol as well as communication tool in the family and society. Hence, the lesson of Javanese language has function and purpose as in the following (Sentosa, 2013: 7-8) [1]. The function of language, literature and Javanese culture lessons are (1) a means to maintain the feeling of proud of Javanese language; (2) a means of improving knowledge and skill in preserving and developing Javanese culture; (3) a means of improving knowledge and skill to reach and develop science, technology, and art; (4) a means to spread the correct and well use of Javanese language for any needs and related to many problems; and (5) a means of Javanese culture understanding through Javanese literature.

The purpose of language, literature, and Javanese culture lessons is to make students have many abilities such as to (1) communicate effectively and efficiently in accordance to the ethics and the applicable manners, both in spoken and written ways; (2) to respect and to be proud using Javanese language as communication tool and as the symbol of pride and also regional identity; (3) to understand Javanese language and use it correctly and creatively for any purposes; (4) to use Javanese language to improve intellectual ability, social maturity and social; (5) to enjoy and utilize the literature work and Javanese culture to soften characters as well as to improve knowledge and language skill; (6)

to respect and develop Javanese literature as a cultural treasure and Indonesian intellectuals.

Based on the function and purpose of Javanese language lesson in schools, this lesson has important role to achieve the purpose of education both in the regions and national levels. One of its important teaching materials is Javanese alphabets. In addition as one of the forms of cultural preservation, Javanese alphabets have good philosophical meaning to soften students' manner. In primary schools, Javanese alphabets are taught from the 4th grade. However, it does not mean the teaching of the material run well. There are many problems in the teaching of Javanese alphabets in primary schools. Such problems are caused by internal and external factors. Internal factor rises from students by the lack of learning motivation and interest on Javanese language especially in the subject of Javanese alphabets. Then, the external factor is related to the way teachers teach that had not been innovative and Javanese alphabet is one of the difficult lessons.

In the practice, teachers still teach in conventional way and only focus on the teaching of sounds with less innovative media. It impacted to students' understanding on the teaching material. Students remember Javanese alphabets vocally, yet they do not remember their shapes as well as the difference among the alphabets. Such problems impacted to students' difficulty to read and write by using Javanese alphabets.

The problems in the teaching as in the learning of Javanese alphabets can be overcome by implementing innovative learning, one of which is by implementing the use of teaching media. Teaching media can improve students' interest and motivation and it helps students to understand the lesson more. A designed teaching media will be adjusted to the condition of students as stated by Musfiquon (2012: 162) [2] that the media which is going to be presented or used in the teaching and learning process is firstly planned and designed in accordance to students' need. Besides, the purpose of teaching media is as a teaching aid to ease the learning process in class, to improve learning process efficiency, to maintain between teaching material and the purpose of learning, and to help students concentrate in the learning process (Sanaky, 2009: 4) [3]. In other hand, teaching media has a very good benefit. Kemp and Dayton in

Suwarna (2006: 128) [4] revealed exclusively the benefit of learning media which is to make teaching material delivery could be uniformed, to make the learning become attractive and interesting, the amount of teaching and learning process can be reduced, students' learning motivation improved and they have positive attitude in the learning, learning process can happen anywhere and everywhere, also teachers role can change into more positive and productive ways.

In association to the learning of Javanese alphabets, a media that can improve students' motivation and learning interest which also helps students to understand teaching materials should be designed, one of which is Pop Up "Aksara". Pop Up "Aksara" is a three dimension media in the form of book where Javanese alphabets rise when every pages of the book is opened. Several researches related to media development in the learning of Javanese alphabets had been conducted such as the one by Praheto (2013) [5] who stated that puzzled book media for the teaching of reading Javanese alphabets in primary schools. Next, a research by Lestari, *et.al* (2012) [6] entitled "The Utilization of Alphabet Cards to Improve Javanese Alphabets Reading Ability for Primary School Students. Besides, there was a research by Kahono and Sasongko (2012) [7] entitled "The Making of Javanese Language Interactive Teaching Media on Javanese Alphabets Material for Students of the 3rd Grade in the State Primary School (*Sekolah Dasar Negeri*) Sragen III.

Then, in association with pop up development in the learning, there are many researches that had been conducted such as the one by Ahmadi, *et.al*. (2017) [8] entitled "The Development of Pop Up Book Media to Improve 4th Grade Students' Learning Outcomes of Civic Education". Also, a research by Lismayanti (2016) [9] entitled "The Development of Pop-up Book as Teaching Media on Crustacea Material for the X Grade of Senior High School".

Based on the explanation mentioned above, the implementation of media in the learning process is important to reach the purpose of the learning and help students to master the teaching material. Pop Up "Aksara" media is meant to help the learning process of Javanese alphabets in primary school. This media is expected to improve students' interest and learning motivation and also to help them

understand and memorize the shapes of Javanese alphabets.

2. Discussion

2.1. Pop Up “Aksara” Media

Pop up is a three dimension book containing pieces of paper that rise or move when the book sheets are opened and fully folded when the book is closed [10]. In line with that, Luwitasari (2013) [11] mentioned that pop up book is the book that has moving parts or has three dimension elements. The presentation of pictures in pop-up book has more dimension, moving pictures when the page sheets are opened or the parts are shifted into deformed shapes. This book also gives attractive surprises in every of its page when the pages are turned over. Next is Van (2011: 19) [12] he also revealed that what make the pop-up rise are various cutting and folding methods, also in hidden mechanism behind and under the pages.

Based on the explanation above, pop up is very attractive to be used as teaching media. Basically, the learning should be packaged as attractive as possible by utilizing various media to ease teaching material delivery as well as to improve students’ interest and motivation. Pop up media that contains three dimension (3D) elements would make the learning to be more interesting for students, especially for primary school students that have quite high level of curiosity.

By looking at the potency of pop up as learning media, some researches that develop media with pop up concept had been conducted by Mariani, *et.al* (2014) [13] in their research entitled “The Effectiveness of Learning by PBL Assisted Mathematics Pop Up Book Againts the Spatial Ability in Grade VIII on Geometry Subject Matter”. Another research also conducted by Vate-U-Lan (2012) [14] entitled “An Augmented Reality 3D Pop-Up Book: the Development of a Multimedia Project for English Language Teaching”. Those researches developed pop up as media in the learning.

Not much different with the understanding of pop up media and its development in the learning, thus Pop Up “Aksara” is made in a book with three dimensions concept. Pop Up “Aksara” book contains Javanese alphabets material where if it is opened the Javanese alphabets will pop

up. This media will improve students’ interest and learning motivation so they will be helped to understand and memorize the shapes of the alphabets. The appearance of Pop Up “Aksara” can be seen as the pictures shown below.



Figure 1 The Appearance of Pop Up “Aksara” Book Content



Figure 2 The Appearance of Pop Up “Aksara” Book Content (Side View)

Figure 1 and Figure 2 show the appearance of the Pop Up “Aksara” books. Pop Up “Aksara” utilizes paper folds that are designed in such a way so when the book is opened there will appear Javanese alphabets. As mentioned by Bluemel and Taylor (2012: 22) [15] Pop-up book is a book that presents the potency of moving objects and their interaction through the use of paper as folding material, rolls, shapes, tire or its rotation. In line with that, [16] Muktiono (2003: 65) also mentioned that pop-up book is a book that has pictures which can be straightened and formed into nice objects that can also be moved or given spectacular effects.

2.2. Pop Up “Aksara” Media in the Learning of Javanese Alphabets in Primary School

The implementation and the utilization of pop up media in the learning of Javanese alphabets were adjusted to the development of school age children. That age is intellectual period. It is because of their openness and desire to get knowledge and experience. Besides, students of primary school are those who are going through the development stages of childhood and adolescence. In the age of primary school, children are expected to gain basic knowledge that is considered important for their preparation and self-adjustment for their life in the future. According to [17] Iskandarwassid (2009: 139) children are expected to gain certain skills covering the skills of self-service, social, school, and playing. Then, [18] Semiawan (2008: 21) mentioned there are two things related to children development namely cognitive; it is where children of primary school age show they are in the stage of pre-operational until concrete operational stage; and second is related to the function of the brain. Both parts of the brain have different functions. Right brain part is especially developed to be able to think holistically, imaginatively, and creatively. In opposite, left brain parts have the function, characteristic and respond to think logically, orderly and linearly.

Based on the development of school age children, the implementation of Pop Up “Aksara” can be done in many ways either by cooperative, game or other methods that are suitable for their development. In the implementation, students can gather in groups and start the Pop Up “Aksara” game in their groups. Besides, teachers can use this media in delivering the lesson classically in a class. The development of pop up media can be adjusted to the objective of the users. For instance, if it is used classically then the size of the pop up media should be bigger than the ones used in groups. That is due that media could reach all students. Besides, Pop Up “Aksara” media can continuously be developed in term of design so it would be more attractive to students.

In other hand, the utilization of pop up media could help students to memorize the shapes of Javanese alphabets so they were not only remember the sounds but also understood every shapes of the alphabets as well as able to differentiate one alphabet to the others. In case

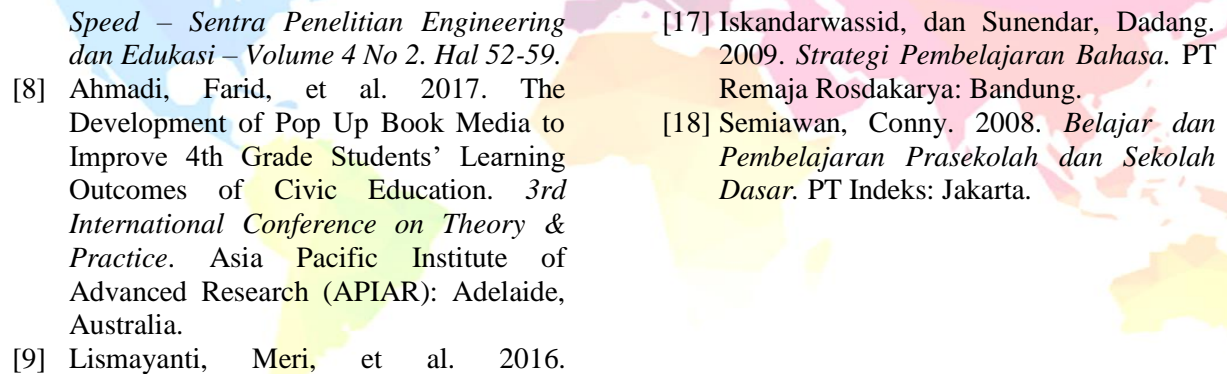
students are capable of memorizing the shapes of Javanese alphabets, the learning of Javanese alphabets both reading and writing could run well as well as achieve the expected learning objectives.

3. Closing

Media has important role in the learning, so does the Pop Up “Aksara” media. The Pop Up “Aksara” media was developed in order to help students of primary school to learn the lesson of Javanese alphabets in its learning. This media could improve students’ interest and motivation of learning as well as their understanding of the Javanese alphabets. Besides, the utilization of Pop Up “Aksara” media had made the considered difficult teaching material of Javanese alphabets to be easily taught by teachers as well as easily understood by students. Hence, it is proven that the development of teaching media especially pop up media is required to be developed in any teaching materials.

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